

RESOURCES FOR TEACHING PRODUCTION COURSES ONLINE IN CASE OF EMERGENCY

Camera/Cinematography Considerations/Applications:

Free: Challenge students to produce video content using smartphones or mobile devices at their disposal.

Cost: [Filmic Pro](#) (Android and iOS) affords distinct controls of cinematography via a smartphone and costs \$15.00. (Also received a suggestion that asking the company for a discount/free code might be effective)

Editing Applications:

Free: Check out these free video editors and their pros/cons via [Techradar](#).

Cost: [LumaFusion](#) editing software is app-based and quite powerful and costs \$30.

Free: Avid Media Composer | First. Fully functional version of Media Composer with some limitations (4 tracks of video, 8 tracks of audio, can only export up to HD H.264, limit of 5 bins per project, no intercompatibility with the full Media Composer software) Cross-Platform

Free: DaVinci Resolve. This is a robust program. Its color correction features have become industry standard. Highly recommended. (check configuration guides, it takes a lot of power to run this one)

Free: Adobe Premiere Rush. works on desktop, tablet, or app, so good for equity and not assuming students all have powerful computers.

Online Media Tutorials:

[Moviola.com](#) has free tutorial videos on a range of technical fronts.

<https://fightcovid19.hku.hk/free-online-classes-with-the-best-documentarians/>

I often use in class or assign as required reading the tutorials on vimeo video school. I am wondering exactly the best way to use them in a zoom or google classroom...

<https://vimeo.com/videoschoolvideos>

For critiques:

Screening Room - allows viewers to comment on specific moments in a video, and/or by category

<https://www.screeningroom.org/>

What about using Vimeo team projects and review pages? I haven't tried it with a class (but regularly use it with my editor and producer). Has anyone used this in a live classroom setting?

I like google classroom a lot more than canvas - it integrates really seamlessly with google drive, so it's easy to build collaborative things like group spreadsheets and documents. And anyone can leave a comment on anything, so it also has an informal social media-like feeling where anyone can post or comment on anything (maybe Canvas does too?). For online crits I've had everyone screening work post their videos by the start time of class (any kind of link is fine - youtube, google drive, vimeo) and it embeds in google classroom. Then everyone has the time period of the class to watch all the posted videos and write a substantial comment for each one. The critique is actually surprisingly robust when there are 16-17 comments on each video (that's usually more feedback than the same smaller number of students making verbal comments in class).

Screenwriting:

Free student [Final Draft](#) seat

Free [Celtx Screenwriting Software](#)

Free [Highland2 Screenwriting Software](#)

Free [YouMeScript plugin](#) for Chrome and Google Drive

Free [WriteDuet](#) screenwriting website. 3 scripts max.

Sound Design & Mix:

Free 60 day demo of [Reaper](#)

Free [Audacity](#)

Free [DaVinci Resolve Fairlight Audio](#)

Graphic Design Alternatives:

Not great, but Adobe does provide a [seven-day free trial](#) of Photoshop tv.

Krita - digital painting and 2D animation

GIMP - open source Photoshop

Affinity Photo - low cost alternative to Photoshop

Affinity Designer - low cost alternative to Illustrator

Affinity Publisher - low cost alternative to InDesign

Animation:

Stop Motion Studio Pro and OSnap! -- two affordable stop-motion phone/ipad apps (also good for timelapse).

Any suggestions for alternatives to Adobe After Effects for classes that cover motion design and visual effects?

- Blender - open source 3D and 2D animation
- Hitfilm Express - <https://fxhome.com/hitfilm-express> - After Effects-like compositor and editor
- **DaVinci Resolve w/ Fusion** (MoGraph & VFX Compositing)
 - free for everyone up to UHD, \$299 for 4K+
 - <https://www.blackmagicdesign.com/products/fusion/>

Game Engines:

Check out this Goodfirms article on [open source game engines](#).

Unity 3D -- free: <https://unity.com/>

Unreal -- free: <https://www.unrealengine.com/en-US/>

Assignment Ideas:

Challenge students to subvert/design/hack traditional uses of social media apps like Instagram or free tools such as Google maps to produce media projects or interventions.

Doc. Production: At Georgia Southern, I am looking at asking my students to do an Audio documentary instead of a final video if we go to online. They just pitched their concepts. I would ask them to record interviews via Google Chat or Phone. To be safe, I am going to demo this in class this week. Our campus offers an online log-in to Adobe CC through their student accounts. But they would need to have good internet.

End-of-Semester Public Event/Screening Alternatives:

Trying to figure out ways to produce virtual versions of live public presentations and screenings.

Critical Conference Presentations:

Is there a web option (google hangouts, etc.? facebook live, Zoom?) that could allow critical media students to make presentations to a virtual audience, open to anyone with the URL?

Media Production Screenings/Online Film Festival:

Does anyone have ideas about platforms to host a live online film festival in lieu of a public event--ideally could combine livestreaming, timed premiere/playing of media titles, and live comment feeds, open to anyone with the URL.

Vimeo film festival? (maybe use the "premiere" function where videos go live at a certain moment (and then have some sort of concurrent google chat or somesuch?)

OPTIONS:

Open Broadcaster Software (OBS) with YouTube:

<https://www.digitaltrends.com/computing/how-to-live-stream-on-youtube-with-obs/>

Facebook Public Streaming

NON-DISCIPLINE SPECIFIC RESOURCES

Remote Teaching Resource for Business Continuity

<https://docs.google.com/spreadsheets/d/1VT9oiNYPyiEsGHBoDKIwLIWAsWP58sGV7A3oIuEU-G3k/htmlview?usp=sharing&sle=true>

Teaching Online in Times of Disruption

https://docs.google.com/document/d/1ccsudB2vwZ_GJYoKIFzGbtmftGcXwClwxzf-jkkoCU/edit?fbclid=IwAR0mYLphh7tEgX4YnvGHHq-6vGyRx5353dGIsYYXzTszTzSFxNHLzpcRUQE

Link to a Chronicle article about moving classes online, which references the googledoc above but also provides some additional resources:

https://www.chronicle.com/article/Going-Online-in-a-Hurry-What/248207?utm_source=at&utm_medium=en&utm_source=lterable&utm_medium=email&utm_campaign=campaign_1073100&cid=at&source=ams&sourceid=4448865

Screening clips for classes

A free media sharing service that does **not** do automated copyright takedowns (in over 10 years, they have never removed a piece of media due to a copyright challenge), Critical Commons is ideal for uploading and sharing media clips and critical commentaries with classes:

<https://criticalcommons.org/latest>

Equipment For Students

We at the University of Denver are considering long-term rentals of equipment from our cage for students working on the second quarter of our capstone Narrative Production class. This quarter they've been doing all the pre-production and it would break my heart if they could not complete their capstone film experience. In the case where we have limited resources (some peripherals like sliders, dollies, multi-channel mixers etc.) they will need to work together as a class to share. Don't know if the U will allow this as I suppose the idea of going on-line is to self-quarantine but

I'm going to advocate for this approach unless I see another way in. Doing these capstone films with iPhones would be way less than ideal for a capstone.

Blackboard resources

1. Bookmark this Blog, "[Sharing Coronavirus Contingency Planning Best Practice](#)" where Brent Mundy shares guides and our upcoming webinars to help with your planning. This blog will be updated as more resources are available.
2. Later this week we will be hosting "[Drop-In Office Hours](#)" for you to ask any technical questions about preparing for scaling your online presence during this time. Anyone is welcome to join the session that most suits you.
 - *Most suitable for Asia Pacific clients* – Friday March 6: 12pm AEDT
 - *Most suitable for European, Latin American, Middle Eastern and North American clients* – Friday, March 6: 9am EST | 2pm GMT
 - *Most suitable for North American clients* – Friday, March 6: 12pm EST
3. Register for the "[Preparing to scale online teaching and learning during Coronavirus](#)" webinar on Tuesday, March 10. During this 90-minute webinar, Blackboard will provide suggested practices and share experiences from other institutions who have transitioned to online during times of crisis.

Lecture Ideas

- Record lectures with Camtasia. Have students watch the lectures via YouTube or another streaming service. It's not about perfection, it's about the transmission of information.
- Use Kahoot Challenges for students to work through the lectures. Kahoot offers two types of games, Live and Challenges. Live is used when working with several students in a live classroom setting. It can be used via Zoom/Skype/Hangouts, but it can have lag. Challenges allow students to take it asynchronously, thus they can take it on their own time. Kahoot offers free accounts for teachers. There are limitations, but doable for production courses and small lecture classes. <https://kahoot.com>
- Use Zoom, Hangouts, or Skypes with scheduled time for possible questions. Record the meeting (careful of two-party consent states) and post the video to streaming. (Check at your institution with your IT's main point of contact for Google; ours said this morning Google is offering Hangouts Pro, which allows recording, to its Google-for-Education customers free through July 1.)

Production Concepts

Production concepts can be taught inside of Unity as well (<https://unity.com/>). It allows you to use different cameras, lenses, post-processing effects, and other items. The learning curve is a tad steep, but Disney and Dreamworks have been using it for some of their productions. I will often use it to have the students show things like dollies, tracking, crane, different focal lengths, and previz concepts. Students can also use different types of lights and play with lighting, cookies, lighting color, and more.

The issue with it is that it can run on some older machines. If someone tries bogging it down with large assets, it will slow their computer down. We shoot music videos inside of it. Most of my students pick it up pretty quickly after getting past the interface. The personal version is free and it's what my students use with no issue. If you enjoy it, you can get licenses through the Unity Education.

A tutorial playlist showing how to do a basic music video inside of it is available at https://www.youtube.com/playlist?list=PLCgqccU_QNr5xkZ3cr9R3J7TTycMePVhX

Live Demonstrations and Live Streaming

Twitch and YouTube also allow live streaming, which is great if you want to demo how to do something. I often stream my design sessions, editing, and development sessions via YouTube and Twitch. Many students like watching the design sessions and seeing the process. I've also done tutorials through them before. You can use OBS (<https://obsproject.com/>), which is free broadcasting software to connect to different live streams. Many of my students put it on in the background and watch live sessions while they are working on their projects too. It's a great community builder, especially when everyone is in different areas.

Dance Classes

<https://dancestudiesassociation.org/news/2020/resources-for-moving-dance-based-pedagogy-online>

While liveness is often an integral part of performance-based curricula, here we compile a list of resources for moving teaching into the digital sphere. When in-person meetings are not possible, online tools, content, and protocols can offer new approaches to technique, choreography, performance, and collaboration. Please share these resources and contribute to this growing list by emailing info@dancestudiesassociation.org. We would love to add a SYLLABUS SECTION, sharing ideas of assignments and content for online teaching. If you are willing to share your syllabus (or part of it), please email to the address above.

Heather Castillo, chair of the Dance History Teachers Working Group, will host a Zoom meeting to discuss best practices for moving movement-based teaching online:

Thursday March 12th, 1pm CST (<https://zoom.us/j/377010657>)